DOCUMENT RESUME

ED 413 926 IR 056 758

AUTHOR Mosely, Joyce J.

TITLE Multicultural Diversity of Children's Picture Books: Robert Fulton Elementary School Library.

PUB DATE 1997-07-00
NOTE 37p.; Master's Research Paper, Kent State University.
PUB TYPE Dissertations/Theses (040) -- Reports - Evaluative (142)
EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS American Indians; Asian Americans; Blacks; Childrens Literature; Content Analysis; Cultural Awareness; Cultural Education; Cultural Enrichment; *Cultural Pluralism; *Cultural Relevance; Elementary Education; Ethnic Groups; Family (Sociological Unit); Hispanic Americans; Library Collection Development; Library Material Selection; *Multicultural Education; *Picture Books; Racial Distribution; *School Libraries; Sex Role; User Needs (Information)
IDENTIFIERS *Multicultural Literature; Multicultural Materials

ABSTRACT

The United States has a culturally diverse society. Since children are influenced by what they see and hear at a young age, the aim of this study was to determine if the picture book collection of the Robert Fulton Elementary School Library (Cleveland, Ohio) reflects the cultural diversity of its students. The secondary objective was to ensure that students have materials to learn about a diversity of cultures, and the ability to develop a sense of themselves in the books they read. A content analysis was conducted of 143 books in a sample of 201 picture books. Each book was analyzed for: ethnic representation of characters, central and incidental; ethnicity in terms of roles and gender; the importance of the family to the characters and the story; the authenticity and realism of the races portrayed; and whether children would be positively or negatively affected by the content of the book. The characters in the majority of the titles were realistic and little stereotyping was found. There is a need for more books on the cultures of African Americans, Hispanics, Asians, and Native Americans in the collection of this library. If a school is predominantly African American, then the collection of the library should reflect that fact. Publishers need to make a greater effort to find multicultural authors and publish more multicultural books. (Contains 42 references.) (Author/SWC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

IR

ED 413 926

MULTICULTURAL DIVERSITY OF CHILDREN'S PICTURE BOOKS ROBERT FULTON ELEMENTARY SCHOOL LIBRARY

A Master's Research Paper submitted to the
Kent State University School of Library Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Joyce J. Mosely

July, 1997

IR056758

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Du Mont

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

ABSTRACT

The United States has a culturally diverse society. The uniqueness, the differences and the similarities of the people of the world are what make them so special. Therefore, it is the responsibility of all libraries and librarians to make special literature available to special people.

Since children are influenced by what they see and hear at a young age, the aim of this research was to determine if the picture book collection of the Robert Fulton Elementary School Library met the cultural diversity of its students.

This research determined that there is a need for more books on the cultures of African Americans, Hispanics, Asians and Native Americans in the collection of this library. An additional finding shows that there is a need for publishers to make a greater effort to find multicultural authors and publish more multicultural books.

Master's Research Paper by

Joyce J. Mosely

B.L.S., Clarion State Teacher's College, 1961

M.L.S., Kent State University, 1997

Approved by

Adviser_____Date_____

TABLE OF CONTENTS

LIST OF TABLES iv

CHAPTER I. INTRODUCTION 1

Purpose of the Study 3
Definition of Terms 4
Limitations of the Study 5

CHAPTER II. REVIEW OF THE LITERATURE 6

What is Multiculturalism? 6
Types of Multicultural Literature 7
General Criteria 8
Specific Criteria 9
The Role of Libraries and Librarians 10
Values 10
Authenticity and Conformity 11
Insider versus Outsider 12

CHAPTER III. METHODOLOGY 14

CHAPTER IV. ANALYSIS OF THE DATA 16

Main Characters 17
Incidental Characters 18
Families 19
Settings 20
Major Contributors to Young Readers 21

CHAPTER V. CONCLUSIONS 22

Further Research 25

APPENDIX A: CODING FORM 26

REFERENCES 27

LIST OF TABLES

Table	Page
I. Main Characters	17
II. Incidental Characters	18
III. Families	19
IV. Settings	20

Acknowledgements

to

Dr. Lois Buttlar for all her patience during this entire process

Malcolm Mosely, my son, for all his help and loss of sleep

CHAPTER I. INTRODUCTION

The uniqueness, the differences, and the similarities of the people of the world are what make them so special. The need for survival and self-expression make up the culture of a people and the customs--personal, creative, family, spiritual, language and speaking, music and dance, holiday, folklore, and others--are what make them the same and different. In order to live in peace together, they must know something about each other. One way to do this is to read and understand something of the culture and customs which make up these similarities and differences (Pilger 1992).

The diversity of the population is becoming an ever increasing concern among the people of the United States. Most communities have a diverse culture and libraries need to reflect this diversity. Librarians are responsible for selecting books and therefore they can do a lot to increase the use of multicultural literature. By selecting books that enhance cultural diversity, children are exposed to other cultures at the age when they begin to form attitudes and prejudices. Librarians can promote positive images by fair and effective selection of picture books. Self-identification increases self-esteem and a sense of self worth, but negative or disparaging images can create negative responses to another culture or race. Avoiding negative images and responses is certainly the responsibility of librarians as well as the entire community. Therefore, librarians must be very sensitive to

the needs and feelings of the public-at-large, and especially to those of impressionable children. Librarians must be perceptive enough to recognize stereotyping, realistic interpretations and experiences, and quality and authenticity in books about other cultures. They can offer multicultural books to children at any time. Books about Native Americans are not just read at Thanksgiving, African American books are not just for the month of February, etc. Children will read all types of books if they are well-written and illustrated, not just books about their own culture. However, when they do read about their own or other cultures, the books should reflect the realism of that culture and not have unintended but real lies. It is important for minority children to see themselves as important enough to be in books and for white children to see minorities as important enough to be in books. And so, with the minority about to become the majority in many areas of the country (according to the 1990 census), it will be up to the librarians to see that their collections reflect this new majority.

Robert Fulton Elementary School is located in a predominently African American community. The cultural diversity of the school is 99.3% African American and 7% Hispanic American. Young children who use the school library are developing their awareness of different cultures and ethnic groups, as well as their own self images. These perceptions are strongly influenced by the literature which is available to them.

Picture books are how children learn about the world outside of their own environment. Through picture books, they learn social values, see role models, and are influenced about other cultures.

Purpose of the Study

The objective of this research is to determine if the diversity of the picture book collection of Robert Fulton Elementary School library reflects the diversity of its students. What if any stereotyping will be found? How realistic are the characters being portrayed, the settings of the stories and the roles of the characters? What cultures are represented by the primary and secondary characters? What role does the family play in the stories? And, are the books written and illustrated by a person or persons of the same culture as the characters in the stories?

A secondary objective was to insure that the students are getting a diversity of cultures to learn about and a sense of themselves in the books that they read. The children need to understand at an early age that their own culture is important and so are the cultures of others. In the mixing and sharing of cultures, comes respect for all cultures. Multiculturalism means everyone, not just minorities. The rewards of learning about the culture of one's own heritage as well as that of others can only result in a world family of peace, love and true understanding. Pilger(1992)

Definition of Terms

Criteria: guidelines by which books may be evaluated.

Cultural authenticity: realistic or factual interpretation of a culture.

Cultural conformity: positive and realistic views of all aspects of a culture.

Cultural diversity: includes all cultures in collections or books.

Cultural theft: taking of another's culture to write about when you do not understand that culture.

Insider: an author or illustrator who is of the same culture as the characters in a book.

Multiculturalism: relating to diverse cultures.

Outsider: an author or illustrator who is of another culture than that of the characters in a book.

Stereotype: an image which is false or presents an isolated phenomenon as true of an entire people.

Limitations of the Study

The findings of this study will be limited to the Robert Fulton Elementary School picture book collection. Robert Fulton is a part of the Cleveland Public School system. The reason that the limitation of this study is to picture books for young children, is that many psychologists believe that children perceive racial differences and form racial attitudes at an early age (Edmonds 1986). So, it is important to examine the literature written for young children and determine whether or not the books will have a positive effect on the young readers of the school.

CHAPTER II REVIEW OF THE LITERATURE

The initial research for the study was done by searching the databases of ERIC, LISA and INFOTRAC. Other sources were found through the bibliographies of the first sources, and in the collections of the CLEVENET libraries. The majority of the sources gave information on: multiculturalism and its definitions; the types of multicultural literature available; general and specific criteria for the evaluation of the literature; the role of libraries and librarians in providing the literature; the value of multicultural books to children; the need for authenticity and conformity; and insider versus outsider authorship.

What is Multiculturalism

Decter (1991) describes multiculturalism as the diversity within and across groups. In an article by Michael Ford (1994), it is described in three ways: marketing definition--anything that works; status group definition--a new way to define minorities; working group(those who are pushing the publication of minority books)definition--a culture and its multifactions. Ford also describes multiculturalism as the realistic and contemporary representation of a culture, so others can learn and understand.Other

sources define multiculturalism as a synonym for minorities or people of color (Smith1993). It means all people to Native Americans (Bruchac 1995); the crossing, mixing and sharing of cultures (Aronson 1995); an organization of cultural groups that value their diversity (DuMont, Buttlar, and Caynon 1994); the loss of one nation by a common culture (Lee 1995); multiculturalism is a way of life (Salvadore 1995); and it does not only mean people of color (Rochman 1993).

Types of Multicultural Literature

"No Single Season: Multicultural Literature for All Children" (1992) lists types of multicultural literature. They are: inclusive, this portrays ordinary people of all races, ages and genders doing everyday things in racial harmony; multiculture only in content, these are usually written by authors outside the culture and may or may not be sympathetic to the culture portrayed; or, multicultural in content written by authors of the same culture and usually reflect true images of the author's heritage. In the " Multicolored Mirror," Bishop (1991) lists three more types: social conscience, where the author or illustrator throws in a black face; the melting pot, an integration of cultures; and the culturally conscious, whose major characteristics are of one culture, told from that culture's point-of-view and set in appropriate neighborhoods, but not necessarily authentic. Real multicultural literature expands awareness and understanding of other cultures.

General Criteria

Kruse (1992), Smith (1993), and Willet (1995) give criteria which not only applies to multicultural literature, but to all literature written for children. A partial list of those criteria follows.

1. Organization and format.
2. Well-written.
3. Accuracy and quality.
4. No stereotypes.
5. Fulfills the purpose.
6. Authentic representation of life and history.
7. Fosters respect and empathy for other cultures.
8. Encourages positive values.
9. Includes positive images.
10. Fosters growth and self-respect.
11. Encourages racial pride.
12. Realistic and contemporary.

Specific Criteria

MacCann and Woodard (1977) say there are four major minority cultures that are usually included in the literature for children. They discuss the stereotypes of each group that are typical of poorly-written multicultural literature. They also list criteria to insure accuracy and authenticity. Later articles by MacMann and Woodard (1989, 1991) give additional criteria for authors to follow in order to write the best books for minority children. In a section of "The Multicolored Mirror," Bishop (1991) states that other criteria, although specifically for African American literature, could be applied to the literature of other cultures as well. One of the main things Bishop emphasizes is the use of variety--variety in language, settings and occupations. Bishop also values the family, it's heritage, history, race, pride and identity. Realistic illustrations showing recognizable, culturally correct characters are very important. Kurtz (1996) says that it is important to get visual details right. In this source, as well as others, accuracy and authenticity were deemed to be the most important criteria, regardless of the culture. Regardless that one source (Ford 1994) says that the most important thing is to get the literature to the children, no matter who writes it, inaccurate information is more harmful than no information (McMahon 1996).

The Role of Libraries and Librarians

Fish (1992) feels that libraries need to respond to the needs of the community and diverse communities should be reflected in the collections of those libraries. Since funding is decreasing, libraries have to decide between increasing collections or weakening basic services. Also, Fish sees a need for libraries to rewrite mission statements, replan objectives and create multicultural services. Another source by MacCann and Woodard (1977) takes the position that since librarians select books, it is up to them to increase multicultural titles that enhance cultural diversity. These books should then be given to children at an early age, because attitudes and prejudices are formed at this time in a child's life. MacCann and Woodard also feel that there should be fair and effective selection of books and that librarians should promote books that have positive images because negative images promote negative attitudes toward a race or culture. DuMont, Buttlar and Caynon (1994) emphasize the need for minority librarians to provide services to the ever-increasing diverse population that will be using the libraries. Librarians can and should play a major role in serving this diversity.

Values

Several sources cited values as an important part of multicultural literature. Johnson (1990) feels that values imply a whole way of behaving and thinking within any

culture. Self-esteem was first among many of the values listed as well as the avoidance of bias in books for young children. Norton (1987) listed the afore-mentioned values and included: having roots in the past; making a contribution; pride in your heritage; understanding of and respect for other cultures; and eliminating stereotypes. Good literature for children validates these values when they let them see themselves in a positive manner (Creany 1993).

Authenticity and Conformity

An article in School Library Journal by Seto (1993) discusses why multicultural literature should be realistic and authentic. It should contain real lives, real issues, names and values. It should tell it like it is and eliminate stereotypes. African Americans can do other things besides play sports, Native Americans do not only wear feathers and beads; Hispanic Americans are not all migrant workers; and all Asian Americans do not wear pajama-like clothing. It is important that illustrations be as free of stereotypes as the text. Several sources (Kruse 1993; Salvadore 1995) cite some of these stereotypes and more,but most sources agree that authenticity and conformity in literature for all cultures are essential.

Insider versus Outsider

The insider versus outsider controversy could be a future research project if it has not already been done. In reading the literature, it appeared to be a major concern of many of the sources used in this research. Most were of the opinion that insiders write more authentically than outsiders because they are part of the culture about which they are writing. Michael Thomas Ford (1994) feels that outsiders must write books for other cultures because there are not enough minority writers. However, the outsiders must carefully research the culture they propose to write about. He believes that good books for all children are more important than defining the culture. Others, like McElmeel (1993) and Campbell (1994) feel that it is more important to find more minority writers and publishers or have publishers increase the number of multilcultural books published each year. Since one-third of the population is minority, one-third of the books published should be about minorities. Smith (1993) advocates insiders over outsiders and more availability of culturally diverse materials, authors, illustrators and publishers. Outsiders can unintentionally portray characters in a negative manner, give distorted views of a culture, and perpetuate myths or stereotypes. Why should outsiders write about another culture, especially when insiders are being overlooked or ignored (Campbell 1994). In "Telling Tales," Diane Johnson (1990) discusses how the racial identity of authors is important to African American consumers because they tend to trust authors who are of

the same racial background as themselves. Insiders usually do better research and present positive images because they are part of the culture. They have usually lived through the pain and experience of prejudice and can tell their stories more accurately and authentically.

CHAPTER III. METHODOLOGY

Content analysis was used to evaluate the picture book collection of the Robert Fulton Elementary School library. The population from which the sample of 201 books was chosen, is the 417 picture books which make up the collection. This sample was determined by consulting the Table for Determining Sample Size from a given population (Krejcie and Morgan 1970).

This distinct method of research is commonly used to study trends, values and quantitative materials. It is useful in the investigation of collection development and other media services, and for the examination and evaluation of materials that may be biased or stereotyped.

The research was conducted through the use of a coding form (Appendix A). The information searched for in the sample is: the ethnic representation of characters, central and incidental; ethnicity in terms of roles and gender; the importance of the family to the characters and the story; the authenticity and realism of the races portrayed; and whether children would be positively or negatively affected by the content of the books analyzed.

The objectives of the research were to determine: the cultural diversity of the picture book collection; whether or not it is appropriate for the cultural differences of the students; and if further collection development is necessary to achieve cultural conformity. Basically, the researcher analyzed, through application of the coding form, how the collection of picture books meets the requirements for multicultural diversity in Robert Fulton Elementary School.

CHAPTER IV ANALYSIS OF DATA

The following tables and summaries show the results of the content analysis research gathered from the picture book collection of the Robert Fulton Elementary School Library. In the Purpose of the Study, this researcher was looking for data that would show the diversity of the main characters, the diversity of the incidental characters, what kind of families were portrayed in the stories and in what kind of settings the stories took place. Two Hundred One books were selected randomly and of the 201, 58 books did not meet the criteria because they were books about animals, fantasies, alphabets, or counting. The other 143 books were analyzed by using a coding form (Appendix A), and the data entered into the tables below.

The ethnic group of the main characters is important to the study in order to determine if the diversity of the picture book collection reflects the diversity of the students of the school. The ethnic group of the incidental characters is important in order to look at whether people from parallel cultures are interacting with each other in these stories and to determine the multiculturalism of the literature. How families impact on the characters in the stories and family relationships are a vital part of the cultures involved in the study. Hemphill (1993) in her research, found that the settings of stories which

depict African Americans, Hispanics and Native Americans are often stereotyped, i.e. inner city ghettos, migrant worker farmlands, and reservations. It is also significant to determine if these stories will have a positive effect on the students.

Main Characters

TABLE I
Distribution of Main Characters by Ethnic Groups

Group	Frequency	Percentage
African American	69	43%
Hispanic American	7	4.4%
Native American	10	6.3%
Asian American	16	10%
White	58	36.3%

Note. Some of the titles had more than one main character.

Summary

In comparing the results of the table above to the cultural diversity of the students of Robert Fulton School it was found that while the African American population of the school is 99.9%, only 43% of the picture book collection depicts African Americans as the main character. With 36.3%, it was found that white characters represent the next highest group with Asians at 10%, Native Americans at 6.3% and Hispanics the lowest at 4.4%. The figures show that there is enough of a representation to give the students a positive insight into their own culture and almost none into other ethnic groups.

Incidental Characters

TABLE II
Distribution of Incidental Characters by Ethnic Group

Group	Frequency	Percentage
African American	69	40%
Hispanic American	13	7.5%
Native American	9	5.2%
Asian American	17	9.8%
White	65	37.6%

Note. Some titles had more than one incidental character.

Summary

The percentage of African Americans as incidental characters in the picture books analyzed in the study was 40% making them the highest percentage in study with white characters second at 37.6%. The frequency of incidental African American characters was the same as that of the African American main characters, but not necessarily in the same titles. After African Americans and whites, Asian Americans appeared the most, with 9.8%, Hispanics, 7.5%, and Native Americans, 5.2%

Families

TABLE III
Distribution of Families by Type in the Stories

Group	Frequency	Percentage
Traditional	43	28.1%
One-Parent Female	25	16,3%
One-Parent Male	4	2.6%
Extended	51	33.3%
None	26	17%

Note: Many of the titles had more than one family portrayed.

Summary

Families are important to all groups, but especially to the four major ethnic groups researched in the study (Hemphill 1993). It was therefore surprising to discover that although the family played a major role in many of the books, there were 26 (17%) instances where the family was never mentioned or shown, although it was evident that the characters lived with some type of family. The extended family is shown to be the influence in the majority of the picture books at 33.3%, with the traditional family a close second at 28.1%. It was not surprising to find that 18,9% of the families were one-parent, especially with a female as the one parent. However, it was refreshing to find that 2.6% of that 18.9% were male parents.

Settings

TABLE IV
Distribution of Settings by Type in the Stories

Group	Frequency	Percentage
Urban	54	18.2%
Suburan	29	9.8%
Rural	70	23.6%
Integrated	36	12.2%
Non-Integrated	107	36%

Note: All of the titles were analyzed for physical as well as environmental settings.

Summary

It was surprising to find many rural settings in the titles that were analyzed. Twenty-three and six tenths percent of the settings were rural as compared to 18.2% urban settings and 9.8% suburban. The analysis also shows that although 12.2% of the titles had an integrated setting, 36% took place in a non-integrated environment.

An additional finding of the study was that there were certain authors who wrote primarily for specific cultures.

Some of the Major Contributors to Literature for Very Young Readers in the Library of the Robert Fulton Elementary School

African American

Arnold Adoff, Lucille Clifton, Floyd Cooper, Donald Crews, Pat Cummings, Jan Spivey Gilchrist, Eloise Greenfield, Rachel Isadora, Angela Johnson, Dolores Johnson, Patricia McKissack, Jerry Pinkney, Faith Ringgold, Mildred Pitts Walker.

Hispanic American

Arthur Dorros, Leo Politi, Harriet Rohmer.

Native American

B. J. Ebenson, Paul Goble, R. Martin, A. S. Medaris, Miska Miles.

Asian American

Kimiko Saiko, Allen Say, Yoshiko Uchido, Taro Yashima, Ed Young.

Multicultural

Ann Grifalconi, Ezra Jack Keats, Patricia Polacco, Robert San Souci, Ann Herbert Scott.

CHAPTER V. CONCLUSIONS

In conclusion, of the 201 books in the random sample, only 143 were actually analyzed as to content. The remaining 58 picture books did not meet the criteria of the study. Of these 143 titles, only 43% had African Americans as main characters, while 37.6% had African Americans as incidental characters. In the stories where African Americans were the main character, the African American incidental character played a vital role in the story, whereas when the main character was of another culture, the role of the incidental African American character was significantly reduced. Many of the titles which had African Americans as the main character usually had incidental characters of other cultures who were either white, Hispanic or Native American. In the stories where whites were the main character, whites were also the incidental character, but if other cultures were included, they were mainly African American, Hispanic, and Asian. Few if any of these stories included Native Americans. On the other hand, in most of the Native American and Asian stories there were no other cultures included at all. The stories about Hispanics were mainly one culture, and in the few that included others, the incidental characters were either white or African American.

(23.6%) were rural, but many of the rural settings were integrated. Most of the 29 (9.8%)stories set in the suburbs were integrated. Fifty-four(18.2%) of the settings were urban, and the majority of these settings were non-integrated. The conclusion in this instance is that while many of the stories took place in an urban setting, which would lend itself to an integrated environment, these stories had no other cultures included in the content.

As stated above, there were five titles where the researcher had a question as to whether or not the effect on the reader would be positive or negative. In all but one instance, these titles were written or illustrated by outsiders. In one title, the problem of the story is solved by white intervention. In an otherwise perfectly delightful story that has won several awards, the illustrator shows one of the African characters falling into a cart of watermelons. In another story, there is a party scene where the characters come dressed in costumes, the only African American pictured in the entire book is dressed as a basketball player. In one title, the Asian characters are depicted with the stereotypical round faces and slanted slits for eyes. This illustrator is an insider to the Asian culture, and this book is on several multicultural lists and recommended by one of the outstanding authorities on insiders versus outsiders. Can this researcher disagree with the experts? Maybe not, but she will. The last book will be removed from the collection because the entire book depicts the Asian culture in such a way as to perpetuate negativism towards that culture by young readers.

The question of whether insiders or outsiders should write or illustrate for other cultures did not pose a problem in this study, with the exception of five titles. In the majority of the titles analyzed, if you did not know the ethnic background of the writer or illustrator, it would have no effect on how the children would react to the books. There is a great debate going on as to whether authors should write about cultures other than their own, but in this study it did not seem to make a difference in the quality and realism of the stories.

The family was important to the story in the majority of the stories where the family was included, and the trend seems to be that all cultures have all kinds of families. All of the cultures depicted had traditional, one-parent, and extended families. It was surprising to find so many titles (26 or 17%) without a family in evidence, although the text of the stories would allude to the fact that the family was there, just not seen.

With the exception of the five instances mentioned above, the roles of the characters were handled in a positive way. There were several instances where the occupation of the parent in the family, especially the female one-parent family, was still stereotyped. The mother took in washing or cleaned houses. Although some of these stories were set in the past, some were modern. However, this was usually only mentioned in passing, and did not take away from the positive influence of the stories.

In analyzing the settings of the stories, it was found that the majority of the stories took place in a rural setting in a non-integrated environment. Seventy of the settings

The final conclusion of the researcher is that the objectives of the study were met. The characters in the majority of the titles were realistic and little stereotyping was found. The question of insider versus outsider was not the great dilemma that the research led one to believe. The diversity of the picture book collection of the Robert Fulton Elementary library is not what it should be in order to meet the needs of the student body. If the school is predominently African American, than the collection of the library should reflect that fact.

Further Research

The diversity of the United States continues to change and if the libraries and librarians want to have a collection that reflects that diversity, they will have to carefully make selections that are not only about a culture, but are the best possible literature for that culture.

Therefore, more research needs to be done in the area of insider versus outsider authors of all literature for young children and young adults and data needs to be researched on the number of multicultural books published each year. If one- third of the population is minority, than one-third of the books published should be about minorities.

APPENDIX A: CODING FORM

CHARACTERISTIC WORKSHEET FOR CONTENT ANALYSIS OF THE CULTURAL DIVERSITY OF ROBERT FULTON'S PICTURE BOOK COLLECTION

1. TITLE.....

2. AUTHOR.....
   _____INSIDER? _____OUTSIDER?

3. ILLUSTRATOR.....
   _____INSIDER? _____OUTSIDER?

4. CHARACTERS------MAIN
   _____AF.-AM. _____HISP. _____N. AM. _____ASIAN AM. _____WHITE

5. CHARACTERS------INCIDENTAL
   _____AF.-AM. _____HISP. _____N. AM. _____ASIAN AM. _____WHITE

6. IS THE FAMILY IMPORTANT TO THE STORY? _____YES _____NO

7. WHAT TYPE OF FAMILY IS PORTRAYED?
   _____TRADITIONAL ONE PARENT(_____FEMALE _____MALE) _____EXTENDED

8. HOW ARE ROLES AND OCCUPATIONS HANDLED?
   _____POSITIVELY _____STEROTYPICAL

9. WHAT IS THE SETTING OF THE STORY?
   ___URBAN ___SUBURBAN ___RURAL ___INTEGRATED ___NON-INTEGRATED

10. ARE THE ILLUSTRATIONS REALISTIC AND BELIEVABLE?
    _____YES _____NO _____SOMEWHAT

11. IN WHAT MANNER IS THE HERITAGE OF THE RACIAL GROUP PORTRAYED?
    _____POSITIVELY _____NEGATIVELY _____NOT AT ALL

12. WHAT EFFECT WILL THE BOOK HAVE ON THE SELF-IMAGE OF THE READER?
    _____POSITIVE _____NEGATIVE

BEST COPY AVAILABLE

WORKS CITED

Aronson, Marc. 1995. A mess of stories. (Multiculturalism and children's literature). The Horn Book Magazine 71 (March-April): 163-168.

Bekkedal, Takla K.. 1973. Content analysis of children's books. Library Trends 11 (October): 109-126.

Bishop, Rudine Sims. 1991. Evaluating books by and about African Americans. IN: The Multicolored mirror. Fort Atkinson, Wisconsin: Highsmith Press.

_____. 1994. Books from parallel cultures: "Let our rejoicing rise." The Horn Book Magazine 70 (September-October): 562-568.

_____. 1994. Books from paralleled cultures: "What's happening." The Horn Book Magazine 70 (January-February): 105-09.

_____. 1994. Kaleidoscope. Urbana, IL: National Council of Teachers of English.

Bruchac, Joseph. 1995. All our relations. (Multiculturalism and children's books). The Horn Book Magazine 71 (March-April): 158-162.

Campbell, Patty. 1994. The sand in the oyster. (White children's book authors on multiculture topics). The Horn Book Magazine 70 (July-August): 491-496.

Cooper, Ilene. 1992. The African American Experience in picture books. Booklist 88 (February 1): 1036-7.

_____. 1994. African American families in picture books. Booklist 90 (February 15): 1095.

Creany, Anne Drolett, and Others. 1993. Representation of culture in children's picture books. (Speech/conference paper). Rochester, NY: International Visual Literacy Association.

BEST COPY AVAILABLE

Dale, Doris Cruger. 1989. Content analysis: A research methodology for school library media specialists. School Library Media Quarterly 18 (Fall): 45-6.

Decter, Midge. 1991. Epluribus nihil: Multiculturalism and Black children (New York state). Commentary 92 (September): 25-9.

DuMont, Rosemary Ruhig, Buttlar, Lois, and Caynon, William. 1994. Multiculturalism in libraries. Wesport, CT: Greenwood Press.

Edmonds, Leslie. 1986. The treatment of race in picture books for young children. Book Research Quarterly (Fall): 30-41.

Fish, James. 1992. Responding to cultural diversity: A library in transition. Wilson Library Bulletin 66 (February): 34-7.

Ford, Michael Thomas. 1994. The cult of multiculturalism: (Children's books). Publisher's Weekly 241 (July 18): 30-3.

Hemphill, Carol T. "Multicultural representation in children's picture books: Comparing two generations." Masters Research Paper at Kent State University. (July 1993).

Hirschfelder, Arlene B. 1993. Native American literature for children and young adults. Library Trends 41 (Winter): 414-433.

Howard, Elizabeth Fitzgerald. 1991. Authentic multicultural literature for children: An author's perspective. IN: The Multicolored mirror. Fort Atkinson, Wisconsin: Highsmith Press.

Johnson, Diane. 1990. Telling tales. New York, NY: Greenwood Press.

Jones, Malcolm. 1991. It's a not so small world. (Multiculturalism in children's literature). Newsweek 118 (September 9): 64-5.

Kalisa, Beryl Graham. 1990. Africa in picture books: Portrait or preconception. School Library Journal 36 (February): 36-7.

Kruse, Ginny Moore. 1992. No single season: Multicultural literature for all children. Wilson Library Bulletin 66 (February): 30-3.

Kurtz, Jane. 1996. Multicultural children's books: The subtle tug of war. School Library Journal (February): 40-1.

MacCann, Donnarae and Richard, Olga. 1987. Picture books for children. Wilson Library Bulletin 61 (February): 46-7.

_____. 1989. Picture books for children: (Picture books featuring Black American and Caribbean characters; interview with Frederick Woodard). Wilson Library Bulletin 63 (April): 92-3.

_____. 1991. Picture books about Blacks: (An interview with Opal Moore). Wilson Library Bulletin 65 (April): 92-3.

_____. 1993. Picture books and Native Americans (An interview with Naomi Caldwell-Wood). Wilson Library Bulletin 67 (February): 30-4+.

MacCann, Donnarae and Woodard, Gloria, eds. 1977. Cultural conformity in books for children: Further readings in racism. Metuchen, NJ: Scarecrow Press.

McElmeel, Sharon L.. Toward a real multiculturalism: Why aren't there more good books showing the faces of the real America? School Library Journal 39 (November): 50.

McMahon, Rebecca, Saunders, DeLaura, and Bardwell, Tracey. 1996. Increasing young children's cultural awareness with American Indian literature. Childhood Education 73 (Winter): 105-09.

Norton, Donna E.. 1983. Through the eyes of a child: An introduction to children's literature. Columbus, OH: Merrill.

Pilger, Mary Anne. 1992. Multicultural projects index: Things to make and do to celebrate festivals, cultures, and holidays around the world. Englewood, Colorado: Libraries Unlimited, Inc..

Rochman, Hazel. 1993. Against borders: Promoting books for a multicultural world. Chicago, IL: American Library Association.

_____. 1995. Against borders. (Multiculturalism and children's literature). The Horn Book Magazine 71 (March-April): 144-157.

Salvadore, Maria. 1995. Making sense of our world. (Multiculturalism and children's literature). The Horn Book Magazine 71 (March-April): 229-232.

Seto, Thelma. 1995. Multiculturalism is not Halloween. (Multiculturalism and children's literature). The Horn Book Magazine 71 (March-April): 169-174.

Smith, Karen Patricia. 1993. Introduction to multicultural children's literature. Library Trends 41 (Winter): 335-39.

_____. 1993. The multicultural ethnic and connections to literature for children and young adults. Library Trends 41 (Winter): 340-353.

Willett, Gail Pettiford. 1995. Strong, resilient, capable, and confident (Multiculturalism and children's literature). The Horn Book Magazine 71 (March-April): 175-79.

Yolen, Jane. 1994. An empress of thieves. The Horn Book Magazine 70 (November-December): 702-05.